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ABSTRACT

This study compared the progress of 2,001 graduate students at Nova Southeastern University (Florida), of whom 1,039 were campus-based and 962 were distance education students. The study population consisted of all Fall Term 1993 School of Business and Entrepreneurship differentiating between campus-based and distance education students. Successful matriculation was defined as graduated and/or still enrolled five years later (Fall 1998). The study found that, overall, campus-based students had a statistically significantly greater frequency of successful matriculation by Fall 1998 than their distance education counterparts. However, breakout analyses by graduate level found that master's-level distance education students, as a group, exceeded their campus-based counterparts in successful matriculation, whereas campus-based doctoral students had a greater frequency of successful matriculation than their distance education counterparts. Eight tables detailing study findings are annexed. (Contains 19 references.) (DB)

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ED 433 741

MATRICULATION STATUS OF FALL TERM 1993 SCHOOL OF BUSINESS AND ENTREPRENEURSHIP STUDENTS BY THE BEGINNING OF FALL TERM 1998: CAMPUS-BASED STUDENTS AND DISTANCE EDUCATION STUDENTS BY SITE

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Report 99-08

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EXECUTIVE SUMMARY

Nova Southeastern University was established in 1964. Classes were first offered to a 1967 charter class of 17 graduate students majoring in behavioral science, physics and physical chemistry, and oceanography. By Fall Term 1971 enrollment had only grown to 198 students. All classes at this time were campus-based.

The University first offered distance education courses in 1972, largely in an effort to increase outreach to specific markets and to also enhance the University's fiscal stability. Since then, distance education has been widely-received by the University's students and it currently accounts for a substantial portion of the University's overall enrollment:

- Based on place of class attendance at Nova Southeastern University, 65 percent of all Calendar Year 1998 students were campus-based (Broward County and Miami-Dade County) and 35 percent of all Calendar Year 1998 students were enrolled at a distance education location.

- From the perspective of teaching modality, 48 percent of all Calendar Year 1998 students were enrolled in an academic program that used a campus-based teaching modality and 52 percent of all Calendar Year 1998 students were enrolled in an academic program that used a distance education teaching modality.

As an institution accredited by The Southern Association of Colleges and Schools, the University must demonstrate the efficacy of its distance education activities and the comparability of courses offered through distance education to campus-based courses. To address this issue, the University recently completed a series of research activities related to comparisons between distance education students and campus-based students. As a general summary to these studies, the University determined that distance education students were certainly in parity with their campus-based counterparts, and distance education students often had success that exceeded the level of success experienced by campus-based students.

These studies were limited in site-specific use since all distance education students were placed into one common collapsed grouping. The purpose of this current study was to provide a more finite examination of the matriculation status of School of Business and Entrepreneurship students, focusing specifically on individual sites and comparing students at these distance education sites to their campus-based counterparts. Due to the organizational structure of curricular offerings, findings were further segmented by academic level: Master's-level students, and Doctoral-level students.

This study addressed the matriculation status of all Fall Term 1993 School of Business and Entrepreneurship students by the beginning of Fall Term 1998, differentiating between campus-based students and distance education students at individual sites. Based on Fall

Term 1993 enrollment statistics and operational definitions established by The Southern Association of Colleges and Schools regarding *campus-based* students and *distance education* students, the population for this study included:

- Campus-based students 1,039

  All students enrolled in courses offered in either Broward County or Miami-Dade County were considered campus-based students.

- Distance education students 962

  All students enrolled in courses offered at other locations were considered distance education students.

  TOTAL 2,001

Based on an analysis of all 2,001 Fall Term 1993 School of Business and Entrepreneurship students, it was determined that:

> Fall Term 1993 School of Business and Entrepreneurship students enrolled in campus-based courses (N = 1,039 students) had a statistically significantly greater frequency of successful matriculation than their distance education counterparts (N = 962 students) by the beginning of Fall Term 1998 ($p \leq .05$).

Although this overall finding provided evidence that there were differences between distance education students and campus-based students in terms of matriculation in the School of Business and Entrepreneurship, this finding is limited in that it collapsed Master's-level students and Doctoral-level students into a common grouping.

Analyses that support differentiation by graduate level support the observation that outcomes were not equivalent for both graduate degree levels:

- Master's-level distance education students, as a group, exceeded their campus-based counterparts in terms of successful matriculation ($p \leq .05$).

- In contrast, campus-based Doctoral-level students had a greater frequency of successful matriculation than their distance education counterparts ($p \leq .05$).

Going beyond this broad summary, *by site* breakout analyses are also presented in this report. The outcomes of this study, which are presented for each graduate level, should be viewed in comparison to the outcomes of other distance education studies at the University. For the many other studies, a common finding was that distance education students either equaled or exceeded their campus-based counterparts in terms of grades in courses and/or

successful academic matriculation over a multi-year reporting period. In this study, campus-based doctoral students had a greater frequency of successful matriculation than their distance education counterparts.

Some type of detailed followup would be helpful, to learn if reasons for this disparity in successful matriculation between distance education doctoral students and campus-based doctoral students can be determined. A follow-up study from this office will be instituted in August 1999, using both a 1995 and 1996 cohort, to examine the question of whether the 1993 cohort may be an anomalous event.

These examinations of student achievement over a long-term tracking period are also useful in that they provide additional measures of Institutional Effectiveness at the University. This level of scrutiny is especially useful as the University expands its distance education presence. Attention to these *by site* outcomes should help promote consistency in outcomes between individual distance education sites. This issue of consistency is critical to the University since it is central to the Institutional Effectiveness process.

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BACKGROUND

Distance Education at Nova Southeastern University

Established in 1964, Nova Southeastern University's 1967 charter class consisted of 17 graduate students majoring in behavioral science, physics and physical chemistry, and oceanography. From 1967 to 1971, all classes at the University were campus-based. Initial enrollment growth was limited and the Fall Term 1971 enrollment had only increased to 198 students (*Nova Southeastern University Fact Book*; 1995, p. 38).

Distance education courses were first offered at the University in 1972 (*Nova Southeastern University Fact Book*; 1998, p. 12), largely in an effort to increase outreach to specific markets and to also enhance the University's fiscal stability:

	Fall Term Enrollment
▪ Fall 1967 . . .	17
▪ Fall 1972 . . .	571
▪ Fall 1977 . . .	8,338
▪ Fall 1982 . . .	5,656
▪ Fall 1987 . . .	8,176
▪ Fall 1992 . . .	11,656
▪ Fall 1997 . . .	16,501
▪ Fall 1998 . . .	16,921

The University's first distance education courses in 1972 were for students in the Ed.D. Program in Educational Leadership and the Ed.D. Program for Community College Faculty and Administrators (the precursor to the University's current Programs for Higher Education). By 1973 the University offered distance education opportunities for students in the Graduate Program in Public Affairs and Administration (*Self-Study: 1974-75*; 1974, p. 215), a curricular area that is now found in the School of Business and Entrepreneurship.

As context to the practice of distance education at the University, it is important to recall that distance education has been prominently mentioned in the University's many Self-Study reports to The Southern Association of Colleges and Schools (*Nova Southeastern University Institutional Self-Study Report*, 1996). Cluster-based distance education modalities were identified in the University's *Self-Study: 1974-75* (1974, p. 189) and the computer-mediated

communication distance education modalities currently in use at the University were identified in the University's *Self-Study: 1983 - 1985* (1985).

Distance education is currently gaining wide attention from the public and other post-secondary institutions. In contrast to this current interest, the University has nearly 30 years of experience in this area. Although the University has many campus-based programs, distance education is still central to the University's Mission Statement and it equally has a major role on overall student enrollment (memorandum from Tom MacFarland to John Losak; May 11, 1999) at the University:

- Based on place of class attendance at Nova Southeastern University, 65 percent of all Calendar Year 1998 students were campus-based and 35 percent of all Calendar Year 1998 students were enrolled at a distance education location.

  The Southern Association of Colleges and Schools has compelled the University to use the following operational definitions for *campus-based* students and *distance education* students:

  - Campus-based students

    All students enrolled in courses offered in either Broward County or Miami-Dade County were considered campus-based students.

  - Distance education students

    All students enrolled in courses offered at other locations were considered distance education students.

- Based instead on teaching modality, 48 percent of all Calendar Year 1998 students were enrolled in an academic program that used a campus-based teaching modality and 52 percent of all Calendar Year 1998 students were enrolled in an academic program that used a distance education teaching modality.

  This alternate enrollment statistic is based on the following assumptions about instruction at the University:

  - All students in the Fischler Graduate School of Education and Human Services (FGSEHS) receive instruction through the use of distance education, with the exception of students in the Programs in Communication Sciences and Disorders. This assumption about distance education includes cluster-based FGSEHS students attending class in Broward County and Miami-Dade County.

- All students in the School for Computer and Information Sciences receive instruction through the use of distance education.

- In all other academic centers, cluster codes were used to identify enrollment in courses offered in Broward County and Miami-Dade County, which were considered campus-based. All other cluster codes were viewed as enrollment in a distance education format.

Purpose of This Study

The Southern Association of Colleges and Schools (SACS) regional accrediting association has required all institutions who wish to engage in the use of distance education to demonstrate:

> the same systematic analysis of the effectiveness of distance learning programs in carrying out the purpose of the institution and in complying with the *Criteria for Accreditation* as it does with other aspects of the institution's efforts (*Guidelines for Planning Distance Learning Activities*; 1992, p. 4).

As a SACS-accredited institution, the University must also demonstrate that "[ ] its distance learning programs are effective and comply with all applicable *Criteria* (*Criteria for Accreditation*; 1998, p. 40)." Going beyond the broad requirements of specific criteria, the leadership of The Southern Association of Colleges and Schools has additionally charged the University to "Provide documentation that all distance learning courses are comparable to the on-campus courses and that the goals for each off-campus site are clear and explicit and are assessed regularly" (personal communication from J. T. Rogers; July 2, 1998).

With an emphasis on the measurement of learning outcomes of distance education participants, the University recently completed a series of research activities related to comparisons between distance education students and campus-based students. As summarized in *A Comparison of Final Grades in Courses When Faculty Concurrently Taught the Same Course to Campus-Based Students and Distance Education Students: Winter Term 1997* (1998, p. 4), the University has demonstrated that "[ ] distance education students have consistently been in parity with campus-based students in terms of the relative frequency of successful grades awarded."

The University further examined comparability between campus-based students and distance education students in *Matriculation Status of Nova Southeastern University's Fall Term 1993 Cohort at the Beginning of Fall Term 1998: Breakout Analyses for Campus-Based Students and Distance Education Students* (1999). The population for this study consisted of 10,187 Fall Term 1993 students enrolled in the four academic centers that offered programs to both campus-based students as well as distance education students. This study was structured to

follow the matriculation status of distance education students and their campus-based counterparts over a five-year period (Fall Term 1993 to the beginning of Fall Term 1998). This study of student progress over a five-year period provided finite evidence that Fall Term 1993 students enrolled in courses offered through the use of distance education had a statistically significantly greater frequency of successful matriculation than their campus-based counterparts by the beginning of Fall Term 1998 ($p \leq .05$).

The overall finding of this broad study was that distance education students had a greater frequency of successful matriculation than their campus-based counterparts. However, a limitation of this prior study was that all distance education students were placed into one common collapsed grouping. Although the School of Business and Entrepreneurship provides graduate instruction at sites throughout Florida, other states, and at selected international locations, findings were not presented on a *by site* basis.

The purpose of this current study was to provide a more finite examination of the matriculation status of School of Business and Entrepreneurship students, focusing specifically on individual sites and comparing the matriculation status of distance education students at these many individual sites to the matriculation status of campus-based students. Due to the organizational structure of curricular offerings, findings were further segmented by academic level: Master's-level students and Doctoral-level students.

METHODOLOGY

Definition of the Population

This study addressed the matriculation status of all Fall Term 1993 School of Business and Entrepreneurship students by the beginning of Fall Term 1998, differentiating between campus-based students and distance education students at individual sites. Based on Fall Term 1993 enrollment statistics and operational definitions established by The Southern Association of Colleges and Schools regarding *campus-based* students and *distance education* students, this population included:

- Campus-based students 1,039

  All students enrolled in courses offered in either Broward County or Miami-Dade County were considered campus-based students.

- Distance education students 962

  All students enrolled in courses offered at other locations were considered distance education students.

  TOTAL 2,001

Off-Campus Directory (1993) was a useful resource for identifying specific distance education sites used in 1993 by the School of Business and Entrepreneurship. Information in this resource was also supplemented by an audit of all five-column cluster codes maintained in 1993 by the University's Student Information System (memorandum from Tom MacFarland to Richard Ronay, December 3, 1998).

Preparation of Extract Files

The University's Computing Center was asked to prepare for this study during Summer 1998 (memorandum from Tom MacFarland to Mary Harward; July 20, 1998). The final extract files were prepared by January 28, 1999, with the matriculation status of the population segmented into *Successful Matriculation* and *Other*:

- *Successful Matriculation* refers to Fall Term 1993 students who were either Graduated, Still Enrolled, or Graduated and Still Enrolled by the beginning of Fall Term 1998.

- The term *Other* (largely synonymous with the term *Leaver*, which is often used in other cohort analysis studies) is used to reflect students who left the University before graduating.

Data were coded by Academic Center, Degree Level, and Cluster Code. Using these three codes for selection and organization purposes, SPSS-X™ was used to conduct the many separate breakout analyses associated with this study.

RESULTS

Based on an analysis of all 2,001 Fall Term 1993 School of Business and Entrepreneurship students, it was determined that:

> Fall Term 1993 School of Business and Entrepreneurship students enrolled in campus-based courses (N = 1,039 students) had a statistically significantly greater frequency

of successful matriculation than their distance education counterparts (N = 962 students) by the beginning of Fall Term 1998 ($p \leq .05$).

Although this overall finding (Table 1.A) provided evidence that there were differences between distance education students and campus-based students in terms of matriculation in the School of Business and Entrepreneurship, this finding is limited in that it collapsed Master's-level students and Doctoral-level students into a common grouping. Analyses that support differentiation by specific graduate level are offered in Table 1.B and Table 1.C:

- Table 1.B — Master's-level students in the School of Business and Entrepreneurship

  Null Hypothesis — There is no statistically significant difference between Fall Term 1993 campus-based students and Fall Term 1993 distance education students regarding their frequency of successful matriculation (Graduated, Still Enrolled, Graduated and Still Enrolled) by the beginning of Fall Term 1998 ($p \leq .05$).

  Finding — Chi-square = 4.99 and the Null Hypothesis is rejected ($p = .025$). Fall Term 1993 students enrolled in courses offered through the use of distance education had a statistically significantly greater frequency of successful matriculation than their campus-based counterparts by the beginning of Fall Term 1998.

- Table 1.C — Doctoral students in the School of Business and Entrepreneurship

  Null Hypothesis — There is no statistically significant difference between Fall Term 1993 campus-based students and Fall Term 1993 distance education students regarding their frequency of successful matriculation (Graduated, Still Enrolled, Graduated and Still Enrolled) by the beginning of Fall Term 1998 ($p \leq .05$).

  Finding — Chi-square = 8.49 and the Null Hypothesis is rejected ($p = .003$). Fall Term 1993 students enrolled in campus-based courses had a statistically significantly greater frequency of successful matriculation than their distance education counterparts by the beginning of Fall Term 1998.

Going beyond this broad summary, breakout analyses by individual sites are presented in Table 2.A (Master's-level students) and Table 2.B (Doctoral-level students).

SUMMARY

This study was organized to offer specific *by site* matriculation analyses for Master's-level students and Doctoral-level students in the School of Business and Entrepreneurship. The outcomes of this study, which are presented for each graduate level, should be viewed in comparison to the outcomes of other distance education and persistence studies at Nova Southeastern University: Research and Planning Reports 96-17, 97-14, 98-10, 98-11, 98-12, 98-13, 98-14, 98-15, 99-03, 99-06, and 99-07.

The issue of successful matriculation (and consequently persistence) in the School of Business and Entrepreneurship was specifically highlighted in *Persistence and Rates of Graduation of Students Pursuing Graduate Degrees: Students Entering the Fischler Center for the Advancement of Education and the School of Business and Entrepreneurship in Fall 1990* (1997). Although this 1997 persistence study used a methodology that was based on an entering cohort, as opposed to the cohort for this current study which was based on a more inclusive grouping of all registered students, the broad trends over time are largely in parallel in terms of the successful matriculation of doctoral students in the School of Business and Entrepreneurship (SBE). For the entering Fall Term 1990 doctoral student cohort, approximately 48 percent had either graduated or were still enrolled six years after entry. For this study's cohort of all SBE doctoral students enrolled during Fall Term 1993, 51 percent were classified as *Successful Matriculation* (Graduated, Still Enrolled, or Graduated and Still Enrolled) by the beginning of Fall Term 1998.

In these other studies, a common finding was that distance education students either equaled or exceeded their campus-based counterparts in terms of grades in courses and/or successful academic matriculation over a multi-year reporting period. In this current study:

- Master's-level distance education students, as a group, exceeded their campus-based counterparts in terms of successful matriculation ($p \leq .05$).

  As presented in Table 2.A, there were many sites where a *by site* analysis indicated no difference between distance education students and campus-based students. However, there were no sites where distance education students had a lower frequency of successful matriculation than campus-based students.

- In contrast, campus-based doctoral students had a greater frequency of successful matriculation than their distance education counterparts.

At many sites, the level of difference between campus-based students (62 percent successful matriculation) and distance education students (overall, 46 percent successful matriculation) was quite evident (Table 2.B). There were no sites where distance education students had a greater frequency of successful matriculation than campus-based students.

It is currently beyond the scope of this study to offer any sense as to why School of Business and Entrepreneurship distance education doctoral students did not equal their campus-based peers in terms of successful matriculation. Clearly, some type of detailed followup would be helpful, to learn if reasons for this disparity in successful matriculation between distance education students and campus-based students can be determined. It is easy to speculate that disparity in terms of access to Dissertation advisors and/or campus-based resources contributed to these observed differences, but there is no current evidence to support that speculation.

Accordingly, a follow-up study from this office will be instituted in August 1999, using both a 1995 and 1996 cohort from these two centers to examine the question of whether the 1993 cohort may be an anomalous event. If this future study provides evidence that differences between campus-based doctoral students and distance education doctoral students is consistent, then more detailed analyses may be warranted.

Separate from the observed outcomes, this examination of student achievement over a long-term tracking period provides an additional measure of Institutional Effectiveness at the University (*Criteria for Accreditation*; 1998, p. 21). This level of scrutiny is especially useful as the University expands its distance education presence. The University should make every reasonable effort to promote consistency in all outcomes between individual distance education sites. This issue of consistency is critical to the University since it is central to the Institutional Effectiveness process.

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APPENDIX

Table 1.A

Campus-Based Students and Distance Education Students from Fall Term 1993 and Their Status at the Beginning of Fall Term 1998: All Students in the School of Business and Entrepreneurship

		Successful Matriculation									
		Graduated		Still Enrolled		Graduated and Still Enrolled		Subtotal		Other[1]	
Course Location	Total	N	%	N	%	N	%	N	%	N	%
Campus-Based	1,039	847	82	6	<1	4	<1	857	82	182	18
Distance Education . .	962	715	74	17	2	1	<1	733	76	229	24
Total	2,001	1,562	78	23	1	5	<1	1,590	79	411	21

Null Hypothesis: There is no statistically significant difference between Fall Term 1993 campus-based students and Fall Term 1993 distance education students regarding their frequency of successful matriculation (Graduated, Still Enrolled, Graduated and Still Enrolled) by the beginning of Fall Term 1998 ($p \leq .05$).

Finding: Chi-square = 12.10 and the Null Hypothesis is rejected ($p = .001$). Fall Term 1993 students enrolled in campus-based courses had a statistically significantly greater frequency of successful matriculation than their distance education counterparts by the beginning of Fall Term 1998.

[1] The term *Other* (largely synonymous with the term *Leaver*, which is often used in other cohort analysis studies) is used to reflect students who left the University before graduating.

Table 1.B

Campus-Based Students and Distance Education Students from Fall Term 1993 and Their Status at the Beginning of Fall Term 1998: Master's-Level Students in the School of Business and Entrepreneurship

		Successful Matriculation									
		Graduated		Still Enrolled		Graduated and Still Enrolled		Subtotal		Other	
Course Location	Total	N	%	N	%	N	%	N	%	N	%
Campus-Based	906	771	85	1	<1	3	<1	775	86	131	14
Distance Education . .	667	596	89	0	0	0	0	596	89	71	11
Total	1,573	1,367	87	1	<1	3	<1	1,371	87	202	13

Null Hypothesis

There is no statistically significant difference between Fall Term 1993 campus-based students and Fall Term 1993 distance education students regarding their frequency of successful matriculation (Graduated, Still Enrolled, Graduated and Still Enrolled) by the beginning of Fall Term 1998 ($p \leq .05$).

Finding

Chi-square = 4.99 and the Null Hypothesis is rejected ($p = .025$). Fall Term 1993 students enrolled in courses offered through the use of distance education had a statistically significantly greater frequency of successful matriculation than their campus-based counterparts by the beginning of Fall Term 1998.

Table 1.C

Campus-Based Students and Distance Education Students from Fall Term 1993 and Their Status at the Beginning of Fall Term 1998: Doctoral Students in the School of Business and Entrepreneurship

		Successful Matriculation									
		Graduated		Still Enrolled		Graduated and Still Enrolled		Subtotal		Other	
Course Location	Total	N	%	N	%	N	%	N	%	N	%
Campus-Based	133	76	57	5	4	1	<1	82	62	51	38
Distance Education . .	295	119	40	17	6	1	<1	137	46	158	54
Total	428	195	46	22	5	2	<1	219	51	209	49

Null Hypothesis: There is no statistically significant difference between Fall Term 1993 campus-based students and Fall Term 1993 distance education students regarding their frequency of successful matriculation (Graduated, Still Enrolled, Graduated and Still Enrolled) by the beginning of Fall Term 1998 ($p \leq .05$).

Finding: Chi-square = 8.49 and the Null Hypothesis is rejected ($p = .003$). Fall Term 1993 students enrolled in campus-based courses had a statistically significantly greater frequency of successful matriculation than their distance education counterparts by the beginning of Fall Term 1998.

21A

21B

Table 2.A

Matriculation Status of Fall Term 1993 Students and Their Status at the Beginning of Fall Term 1998: Master's-Level Students in the School of Business and Entrepreneurship by Site

		Successful Matriculation							Comparison to Campus-Based[2]	
	Enrolled 1993	Graduated	Still Enrolled	Graduated and Still Enrolled	Subtotal		Other			
State and Site[3]	N	N	N	N	N	%	N	%	p	
Florida										
Campus-Based	906	771	1	3	775	86	131	14	n/a	
Fort Myers	18	16	0	0	16	89	2	11	.689	
Fort Pierce	25	21	0	0	21	84	4	16	.829	
Gainesville	28	24	0	0	24	86	4	14	.979	
Jacksonville	63	59	0	0	59	94	4	6	.072	
Melbourne	23	21	0	0	21	91	2	9	.438	
Orlando	41	34	0	0	34	83	7	17	.643	
Sarasota	39	38	0	0	38	97	1	3	.036	*

[2] A * indicates that Fall Term 1993 students at this site had a statistically significantly greater frequency of successful matriculation than their campus-based counterparts by the beginning of Fall Term 1998 ($p \leq .05$).

[3] Low enrollment sites (10 or fewer students) are excluded from this summary.

Tallahassee	21	19	0	0	19	91	2	9	.524	
Tampa	91	82	0	0	82	90	9	10	.231	
West Palm Beach & Boca Raton	89	74	0	0	74	83	15	17	.542	
Alabama										
Birmingham	11	11	0	0	11	100	0	0	n/a[4]	*
Indiana										
Fort Wayne	15	11	0	0	11	73	4	27	.184	
Iowa										
Cedar Rapids	19	15	0	0	15	79	4	21	.420	
South Carolina										
Aiken	27	26	0	0	26	96	1	4	.114	
Canada										
Calgary	13	11	0	0	11	85	2	15	.925	

[4] Chi-square can not be computed since there were zero observations for "Other" students at this site. Accordingly, an inferential test is unnecessary for this analysis. In contrast to their campus-based counterparts, all students at this site graduated and in turn experienced "Successful Matriculation."

Jamaica										
Kingston	114	108	0	0	108	95	6	5	.006	*
All Site-Based Students	667	596	0	0	596	89	71	11	.025	*

Table 2.B

Matriculation Status of Fall Term 1993 Students and Their Status at the Beginning of Fall Term 1998: Doctoral Students in the School of Business and Entrepreneurship by Site

		Successful Matriculation							Comparison to Campus-Based[5]	
	Enrolled 1993	Graduated	Still Enrolled	Graduated and Still Enrolled	Subtotal		Other			
State and Site[6]	N	N	N	N	N	%	N	%	p	
Florida										
Campus-Based	133	76	5	1	82	62	51	38	n/a	
Orlando	45	18	1	0	19	42	26	58	.023	+
Alabama										
Birmingham	18	6	1	0	7	39	11	61	.065	
Arizona										
Phoenix	17	10	0	0	10	59	7	41	.821	

[5] A + indicates that Fall Term 1993 campus-based students, by the beginning of Fall Term 1998, had a statistically significantly greater frequency of successful matriculation ($p \leq .05$) than their distance education counterparts at this site.

[6] Low enrollment sites (10 or fewer students) are excluded from this summary.

Arkansas										
Little Rock	13	7	1	0	8	62	5	38	.993	
Indiana										
Whiting	28	13	2	0	15	54	13	46	.427	
South Carolina										
Greenville	22	7	2	0	9	41	13	59	.067	
Virginia										
Alexandria	56	22	2	0	24	43	32	57	.017	+
All Site-Based Students .	295	119	17	1	137	46	158	54	.003	+

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